**PAG Meeting November 4, 2009 – Classroom Management**

**Goals:** Veteran and novice teachers will begin to build a cohesive mentoring group.

Veteran teachers will share practiced, effective classroom management strategies

and techniques with novice teachers.

Novice teachers will ask questions to improve their individual classroom

management.

**\*Introductions & brief overview of PAG. Cookies & drink**

1. **Split the behavior from the quotations**

•veteran teachers have the behavior

•novice teachers have the teacher quotation

•pairs meander to find their match

•all report in round robin fashion to establish cohesion & trust

**•LESSON TO GATHER: Teachers can control their own behaviors thereby creating a better classroom climate to reduce or eliminate misbehaviors.**

**2. Review HO on general classroom management**

* Veteran teachers share info. on HO
* Novice teachers ask questions
* Veteran teachers respond

**3**. **Table Talk for: “What to do with the kid who…”**

**•** Veteran teachers each represent a “kid who…” problem

* Novice teachers are free to spend time at the tables relevant to them to gain ideas & strategies

**Sign In:**

1. 7. 13.

2. 8. 14.

3. 9. 15.

4. 10. 16.

5. 11. 17.

6. 12. 18.

**Extreme negativity:** “It’s obvious that nobody knows what a theorem is. It looks like many of you will fail the test on Friday.”

**Excessive authoritarian climate.** “It’s my way or the highway!” These teachers desire to be the absolute and complete authority figure in the classroom. All decisions are theirs.

**Overreacting.** “I’m tired of your tardiness. I want all of you to write one hundred times, ‘I will not be late to Mrs. Brown’s class.’”

**Mass punishment:** “It’s obvious that Robert and Edward don’t have enough to do, so now the chapter and study guide are due at the end of the hour.

**Blaming:** “Alright, whose cell phone made that noise? Was it yours again, Josh?”

**Lack of instructional goals:** “Okay is there anything anyone wants to talk about before we begin?”

**Repeating or reviewing already understood material:** “All right, I want you to look up the definitions for these 20 words, write them in your notebook, and then write them again on this chart.”

**Dealing with a single student at length:** “I can’t believe you are still talking, Chelsea. I’ve told you over and over and over again about talking in class.” (Five minutes of lecture ensue.)

**Not recognizing students’ ability levels:** “This is material everyone should know, so I want everyone to listen carefully so you can all do well on the exam.”

**Extreme negativity:** **The teacher’s comments to the class are frequently buried in negative and/or highly authoritative terms.** “It’s obvious that nobody knows what a theorem is. It looks like many of you will fail the test on Friday.”

**Excessive authoritarian climate.** **These teachers desire to be the absolute and complete authority figure in the classroom. All decisions are theirs.** “It’s my way or the highway!”

**Overreacting.** **This teacher creates mountains out of molehills by escalating minor disturbances into major ones.** “I’m tired of your tardiness. I want all of you to write one hundred times, ‘I will not be late to Mrs. Brown’s class.’”

**Mass punishment:** **These teachers hope peer pressure will result in a change of behavior for a few select students.** “It’s obvious that Robert and Edward don’t have enough to do, so now the chapter and study guide are due at the end of the hour.

**Blaming:** **This teacher often picks out two or three students and consistently blames them for every little infraction that may occur.** “Alright, whose cell phone made that noise? Was it yours again, Josh?”

**Lack of instructional goals:** **Often teachers will engage students without a clearly defined or clearly understood (by students) goal for the lesson.** “Okay is there anything anyone wants to talk about before we begin?”

**Repeating or reviewing already understood material:** **In an effort to make sure students are exposed to important material, teachers might constantly repeat material over and over again in the same way. There is no challenge.** “All right, I want you to look up the definitions for these 20 words, write them in your notebook, and then write them again on this chart.”

**Dealing with a single student at length:** **This teacher often disrupts his own instructional rhythm by spending an inordinate amount of time on one student.** “I can’t believe you are still talking, Chelsea. I’ve told you over and over and over again about talking in class.” (Five minutes of lecture ensue.)

**Not recognizing students’ ability levels:** **This teacher plans a lesson that is often over the heads of many students in the class. A single lesson is much easier to prepare than multiple mini-lessons.** “This is material everyone should know, so I want everyone to listen carefully so you can all do well on the exam.”